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ABSTRACT

This curriculum package on communication--the machinery of management for supervisors, auditors, and training instructors has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and a chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. This module is designed to teach how to write comprehensively. Objectives include the following: write information in clear, logical, and complete manner; organize information into a brief written report; write short notes or simple memos; and write letters using correct structure and sentence style. (YLB)

ED 424 455

The Machinery of Management: Communication II (MM1)

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

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INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics are developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

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[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

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Module: Communication II - The Machinery of Management
Job Title: Supervisors, Auditors & Training Instructors

Author: Susan Stagliano

General Instructional Objective: Write comprehensively
Overall Time: 2 hours

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Motivation)	10 min	**1.1 Motivational Activity** Give students 3 minutes to write an essay. Discuss the writing task using the questions on "Motivational Activity" handout. Then, discuss how writing skills are important in the workplace.	"Motivational Activity" - Handout	Observation Student Response
II. C. 100 Write information in clear, logical and complete manner. **II. C. 600** Organize information into a brief written report.	5 min	**2.1 Instructional Activity** Introduce students to the journalistic formula for writing.	"Formula Writing: A Journalistic Approach" - Handout News Reporting and Writing, by Melvin Mencher, p. 113, Wm. C. Brown Publishers, 1984.	Observation
	5 min	**2.2 Instructional Activity** Teach students the history and function of the inverted pyramid.	"The Inverted Pyramid " - Handout	Observation
	7 min	**2.3 Instructional Activity** Explain to students the first part of the inverted pyramid/journalistic formula: "The Lead or Introduction."	"The Lead or Introduction" - Handout News Reporting and Writing, by Melvin Mencher, p. 118- 120, Wm, C. Brown Publishers, 1984.	Observation

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
	10 min	**2.4 Instructional Activity** Teach students how to organize the elements or body of a story: Gathering information and writing clearly, briefly and accurately. Give students the list of action verbs.	"The Elements or Body" - Handout News Reporting and Writing, by Melvin Mencher, p. 151-155, Wm. C. Brown Publishers, 1984. Action Verbs - Reference	Observation
	5 min	**2.5 Instructional Activity** Teach students the function of the conclusion.	"The Conclusion" - Handout	Observation
II. C. 100 **II. C. 300** Write short notes or simple memos.	13 min	**3.1 Instructional Activity** Have students complete Rhyme Time Activity. Explain to students that word games are often a tool used to promote creative thinking.	"Rhyme Time" - Handout	Observation
II. C. 100 **II. C. 300** **II. C. 600** Organize information into a brief written report.	30 min	**4.1 Instructional Activity** Have students complete writing exercise. Use instructor fact sheet and prompt students to gather information. Show students sample article.	"Writing Exercise" - Handout	Completed Exercise
II. C. 400 Write letters using correct structure and sentence style.	20 min	**5.1 Instructional Activity** • Define the word "memo" for students. • Teach students how to write and structure a memo.	"Memo Writing" - Handout	Observation Student Response

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
II. C. 600	15 min	**6.1 Closure Activity** • Give students writing assignments to turn in later. • Help students pick a topic and begin organizing information in class.	"Writing Assignment" - Handout	Observation Student Response Completed Article

Lesson Plan

1.1 Motivational Activity - 10 minutes

A. Give students a blank sheet of paper. Ask each student to write an essay on the impact of their job in the overall scheme of the company (see directions on "Motivational Activity" handout). Allow students approximately three minutes to work on the task (they will not have time to finish). Ask students the questions listed on handout. Explain to students that the purpose of the activity is to show how difficult it is to write an essay without a starting point or some type of structure.

B. Then, begin a discussion on why writing is important to the workplace. Begin with the quote: "The art of writing is the art of applying the seat of the pants to the seat of the chair."

2.1 Instructional Activity - 5 minutes

Explain to students that in life and in business we often use formulas to solve problems. We have a formula, plug in the necessary information, and we get a result or an answer. For example, in math, if we had ten apples in one barrel and ten oranges in another barrel, we would use the formula A + B = C to calculate the total number of pieces of fruit. This problem is made simple because we know the formula; but, as first graders, we didn't know the formula and problems like this one were difficult until we became familiar with the formula. Explain to students that the same can be said of writing. It is often considered difficult because we really don't know a formula. Give students a copy of "Formula Writing: A Journalistic Approach" handout. Explain to students that this is a formula that they may use for writing.

2.2 Instructional Activity - 5 minutes

Explain to students that with the math formula, they are able to use it because they are familiar with it and understand it. So, now that they have seen a formula for writing, you will help them understand and become familiar with it so they may use it as well. Explain to students the history and function of the inverted pyramid (see "The Inverted Pyramid" handout. This will enable students to have a better overall understanding of the formula.

2.3 Instructional Activity - 7 minutes

Now that students understand the history and function of the formula, instruct students how to begin using the actual parts of the formula. Define the "lead" or "introduction" for students and explain how to write the lead (see "The Lead or Introduction" handout).

2.4 Instructional Activity - 10 minutes

A. Next, teach students the steps to writing the body, or elements, of the story. Explain that the elements simply consist of the facts that explain what happened during a certain event. Explain the three steps to organizing the body: gathering information, writing clearly and briefly, and maintaining facts and accuracy. See "The Elements or Body" handout for explanations of each step.

B. When instructing students how to write clearly and briefly, it is important to stress the use of active voice vs. passive voice (see handout for explanations and examples). Give students a copy of the list of "Action Verbs". Explain that they can refer to this list to find verbs that describe action, rather than using forms of the verb "to be". Also suggest students refer to a thesaurus to find additional active verbs.

2.5 Instructional Activity - 5 minutes

Explain to students the final part of the formula consists of the conclusion. Define "conclusion" for students, and explain how to write the conclusion (see "The Conclusion" handout).

3.1 Instructional Activity - 13 minutes

Explain to students that word games are a good way to stir the imagination and promote creative thinking. Suggest to students that they play a word game if they feel they have a "writer's block," as this can often help to dislodge thoughts and ideas. Have students complete the word game "Rhyme Time" ("Rhyme Time" handout). Review answers upon completion.

4.1 Instructional Activity - 30 minutes

A. Now that students understand the writing formula, have students complete a writing exercise in class to practice using the formula (see "Writing Exercise" handout).

B. See instructor fact sheet and directions. Also see attached sample article.

5.1 Instructional Activity - 20 minutes

Now that students are familiar with the formula and have had an opportunity to practice, explain that they may now use the formula to write other things, such as a memo. Teach students the format to writing a memo (see "Memo Writing" handout). Explain that the memo is easier to write than a full article because it only contains the essential information of who, what, when, where, why and how. Explain that the information contained in a memo would merely consist of the lead to a regular story. Except in this case, once the lead is written, the memo is complete.

6.1 Closure Activity - 15 minutes

Have students complete a writing assignment (see "Writing Assignment" handout). Allow students to complete the assignment out of class and turn in at next class meeting. Upon completion, meet with the student to show him or her their strong and weak writing points. Be sure to check articles to see if they have met the criteria for using the formula (lead, transitions, active voice, elements, conclusion, etc.).

Motivational Activity

Part I

Supplies: Pencils or pens, paper

Directions: Give each student a piece of blank paper. Ask students to write an essay, at least 200 words, on the impact of their job to the company. Allow students approximately three minutes to work on the task. Ask students:

Did you find the task easy to perform? Why or why not?

Did the task seem futile? Why or why not?

Purpose: The purpose of the task is to show students how difficult it is to simply write a wonderful essay on a blank sheet of paper with little or no preparation time. Further, it is virtually impossible to write an essay or even a letter without some type of structure.

Part II

Discussion on why good writing skills are essential to the workplace. Begin discussion with the phrase:

"The art of writing is the art of applying the seat of the pants to the seat of the chair."

Formula Writing: A Journalistic Approach

I. The Inverted Pyramid ∇

A. Telegraph
B. Greatest → least

II. The Lead or Intro.

A. Length and Essence
   1. 35 words or less
   2. Sum of events: Who, What, When, Where, Why, and How

III. The Elements or Body

A. Organizing the Event
   1. Gather more information
   2. Continue down the inverted pyramid

B. Clarity and Brevity
   1. Active vs. Passive
   2. Transitions

C. Facts and Accuracy

IV. The Conclusion

A. Summing up
B. Loose ends

The Inverted Pyramid ∇

History

The inverted pyramid style of writing began with journalists during the Civil War in the 1860's. Journalists formerly wrote "novelettes" containing flowery, detailed language with the story climax at the end. However, during the civil war, correspondents found their stories being interrupted when telegraph lines were disconnected by the enemy. Therefore, writers found the need to send the most important information first, so in case the telegraph lines were cut, the end of the story would be less important than what had already been sent at the beginning.

Function

The inverted pyramid style, then, provides the most important details up front, so that if the reader can't or doesn't finish a story, they at least have the most important facts. So, when writing in the inverted pyramid style, always put the most important information first, then continue to place story details from greatest to least importance.

The Lead or Introduction

Length

The length of a lead, or introduction, should be approximately 35 words or less. The lead should be interesting enough to catch the reader's attention, but not bore them -- hence the need to remain within 35 words or less.

Essence

Besides being interesting, the lead should also answer all the questions that may occur to the reader. The lead should answer who, what, when, where, why, and how events took place. Even though the idea is for the reader to continue, theoretically, the reader should be able to understand the entire event from reading the lead and not have to continue. The lead should capture the essence of the story.

The Elements or Body

The elements or body consists of the facts that comprise the story.

A. Organizing the Event

1. Gather information

Step 1: Most stories begin with some type of event: something has already happened which is worth writing about -- this is the first piece of information to begin **with**

Step 2: Use the questions who, what, when, where, why and how to analyze the event:
- Do you have all the information in your possession to be able to answer all the above questions?
- If not, where can you look or who can you ask to obtain the information?

Step 3: Check to see if there is any more information which might be relevant to the story, and/or make the story more interesting:
- Did you speak with any of the participants of the event?
- Did you speak to persons affected by the event?

2. Clarity and Brevity

A. Active vs. Passive -- always use active voice to write a story (see attached list for examples of active verbs)

Active: The dog **ate** the bone.
-- "ate" is an action verb, rather than a "be" verb
-- the sentence is short, clear, and quickly makes the point

Passive: The dog **was seen eating** the bone.
-- "was seen eating" is a "be" verb and does not describe the action
-- the sentence is wordy and never really says who saw the dog

B. Transitions -- a transition in a story indicates a change in topic

-- Use transitions to alert the reader of a change in subject
-- Vary the use of transitional words to keep the reader's interest
-- Examples of transitional words: therefore, however, also, in addition, further, and

3. Facts and Accuracy
   A. Facts -- be sure to include all essential facts to complete the story for the reader -- the story should have enough facts so that the reader feels he witnessed the event

   B. Accuracy -- make certain all facts are completely true -- reporting inaccurate information could lead to numerous problems, including placing yourself or your company at legal or physical risk -- make certain all names are spelled correctly

ACTION VERBS

Instructors, develop a list of action verbs to handout to class.

The Conclusion

A. Summation

1. The conclusion should act as a lead on the end of a story. It should condense the story's events into a nutshell. Since obviously the facts have already been described, the conclusion should also serve to capture the feelings of a story.

B. Loose Ends

1. In addition to condensing the facts and summarizing the feelings of a story, the conclusion should also tie together any loose ends. It is always a sound practice to reread the story before writing the conclusion, and then answer any of your own questions in the conclusion.

Rhyme Time

Word game exercises stir the imagination and promote creative thinking. Use the following exercise to help your mind "get out of the box."

Directions: After each "definition" write two rhyming words to which the definition refers.

Example: Large Hog: Big Pig

1. Happy Father: _____
2. False Pain: _____
3. Highest-ranking Police officer: _____
4. Voyage by a Large Boat: _____
5. Clever Beginning: _____
6. Heavy and Unbroken Slumber: _____
7. Lengthy Melody: _____
8. Genuine Bargain: _____
9. Finest Visitor: _____
10. Peculiar Work-unit: _____
11. A Comfortable Insect: _____
12. A Distant Heavenly Body: _____
13. 15-year-old Female Ruler: _____
14. Untightened Looped Rope: _____
15. Dull Taxi: _____

Rhyme Time: Answer Key

1. Happy Father: Glad Dad
2. False Pain: Fake Ache
3. Highest-ranking Police officer: Top Cop
4. Voyage by a Large Boat: Ship Trip
5. Clever Beginning: Smart Start
6. Heavy and Unbroken Slumber: Deep Sleep
7. Lengthy Melody: Long Song
8. Genuine Bargain: Real Deal
9. Finest Visitor: Best Guest
10. Peculiar Work-unit: Odd Mod
11. A Comfortable Insect: Snug Bug
12. A Distant Heavenly Body: Far Star
13. 15-year-old Female Ruler: Teen Queen
14. Untightened Looped Rope: Loose Noose
15. Dull Taxi: Drab Cab

Writing Exercise

Directions: Use the following starting facts to write an article for your company newsletter. The instructor can answer any further questions you may have about the event.

Fact Sheet

WHO: Mr. Humpty Dumpty, 42, Founder and CEO of All the Kings, Inc.

WHAT: Fell off his desk, did not survive the fall

WHEN: Yesterday

WHERE: In his office, 55 Main Street, State Bank Building, Mother Gooseville

WHY: Accidental

HOW: Slipped off edge of desk

Writing Exercise

Instructor Fact Sheet

WHO: Mr. Humpty Dumpty, 42, Founder and CEO of All the Kings, Inc.

WHAT: Fell off his desk, did not survive the fall

WHEN: Yesterday

WHERE: In his office, 55 Main Street, State Bank Building, Mother Gooseville

WHY: Accidental

HOW: Slipped off edge of desk

Directions: Allow students to use the above facts to complete a story for the company newsletter about Mr. Dumpty's fall. The instructor should play the part of the roles listed below to answer student's questions about the incident. For example, when a student asks a question about Mr. Dumpty's wife, the instructor would play the role of Henrietta and answer student's questions accordingly. The instructor facts are listed below and also may be found in the attached sample article. If students ask any additional questions, play the appropriate role to answer the question (for example, a student may ask if Mr. Dumpty was drinking -- so, the instructor should play the part of the investigating police officer and answer the student's question; however, the instructor should be sure to keep notes when answering students questions. Instructor will need to refer back to notes when grading papers to confirm that students included all facts in their article).

Anonymous Manager: Said they tried CPR on Dumpty, but it was unsuccessful
Direct quote: "We tried to save him, but it was just too great of a fall."

Dumpty's wife Henrietta: Said her husband opened the company to help disadvantaged egg people all over the world. Said he was "broken up" about recent changes in the company. Said she does not suspect "fowl" play.

Anonymous Friends and Relatives: Described Dumpty as "benevolent". Gave names of Dumpty's favorite charitable organizations: The Mother Gooseville Hen House, Eggs Unlimited, and Eggstraterrestrials

The following items could be obtained by browsing through All the Kings, Inc. company files. Have mock files available for students to look at, but as with role playing, don't volunteer information. Students should be learning the process of gathering facts, therefore they should be asking for various resources. If none of the students are asking for information, then prompting is acceptable.

Facts from Company Files:
- -- Dumpty founded All the Kings, Inc. 15 years ago
- -- When Dumpty founded the company, he was the youngest CEO in the state
- -- The company currently has 25 offices throughout the southeast
- -- The company conducts outreach programs to employ egg people in businesses nationwide

Dumpty Takes A Fall

Humpty Dumpty, 42, founder and CEO of All the Kings, Inc. died yesterday after falling off his desk in his office located in the State Bank Building, 55 Main Street, Mother Gooseville.

All the Kings, Inc. managers and supervisors attempted CPR on Dumpty while awaiting paramedics. "We tried to save him," said an unnamed company representative, "but it was just too great a fall."

Dumpty's wife, Henrietta, said he founded the company to help disadvantaged egg people all over the world, but was recently "broken up" about changes in the direction of the company. However, she added, she does not suspect "fowl" play.

Dumpty began All the Kings, Inc. 15 years ago and at that time was the youngest CEO in the state. The company now has 25 offices throughout the southeast and works to employ egg people in businesses nationwide.

Friends and relatives described Dumpty as "benevolent," citing his contributions to many charitable organizations, including: The Mother Gooseville Hen House, Eggs Unlimited, and Eggstraterrestrials.

He is survived by his wife, Henrietta, and three chicks, ages 7,9, and 12. Instead of flowers, the family asks that contributions be made to one of the above organizations in memory of Dumpty.

Memo Writing

The word "Memo" is an abbreviation of the word "memorandum", which may be defined as a record, or a note to help the memory. A memo is used as a reminder, or as a device to pass along brief information. Since it is not intended to be a letter or a formal proposal, the memo should remain simple in format as well as simple in content.

As in an article, the memo should answer the basic questions of who, what, when, where, why and how. But, when writing a memo, to maintain simplicity there is no need to include highly detailed information and lengthy transitions. The memo should answer the above questions as quickly and briefly as possible. The reader should be able to ascertain the meaning of the memo in under 3 minutes.

The following is an example of a standard memo format:

MEMO

TO: All Associates

FROM: The Company

DATE: December 10, 1995

RE: Office Christmas Party

The Company Christmas Party will be held Friday, December 19, 1995, 7:00 p.m. - Midnight at the Civic Center. A buffet style dinner of steak or chicken, vegetables, salad, roll and tea will begin at 7:30 p.m. Cocktail time will begin at 7:00 p.m., and there will be a cash bar available for those 21 and over. The Company will provide tickets for each employee plus one guest. Additional tickets may be purchased in the front office at a cost of $5.00 per ticket. Please RSVP to Robin in the front office, and please pick up your tickets by 4:00 p.m. on Thursday, December 18. Let's all get together for a Merry Christmas!

Writing Assignment

Directions: Ask students to complete a take-home assignment to be reviewed in the next class session. Students should write an article for their company newsletter. Have students select different topics related to their jobs.

Suggested Topics:

1. Write about a departmental outstanding achievement.
2. Write about an individual employee's outstanding achievement.
3. Write about a departmental procedure which might be interesting to the rest of the company.
4. Write about an upcoming or recently past company event (e.g. the company Christmas Party)
5. Interview and write about a company customer.
6. Write about a company product.
7. Write about a departmental or company goal and how it will be achieved (or has been achieved).
8. Write about a company training program and how it impacts the company.
9. Write a "welcome" article on a new employee, and how they feel they can contribute to the company.
10. Write about the company's "oldest" employee and how they have seen the company change over the years.

Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(**P**=Poor, **F**=Fair, **G**=Good, **E**=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

WORKFORCE 2000 PARTNERSHIP
Individual Education Plan
Learner's Page

Name of Course: Communication II - The Machinery of Management
Date of Course: _____

Name: _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• **Improve skills for current job** • **Improve skills for changing technology future jobs** • **Improve speaking/listening**	(Motivation)	Write Essay		
	Write information in clear logical and complete manner. Organize information into a brief written report.	1. Discuss journalistic formula for writing. 2. Teach the history and function of the inverted pyramid. 3. Discuss Part I of formula. 4. Discuss Part II of formula. 5. Discuss Part III of formula.		
	Write information in clear, logical and complete manner. Write short notes and/or simple memos.	Complete Rhyme Time		
	Write information in clear, logical and complete manner. Write short notes and/or simple memos. Organize information into a brief written report.	Complete Writing Exercise		

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GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
	Organize information into a brief written report.	Assign writing assignments		

Employee Signature Date

Instructor Signature